Southwood Elementary

2022-23 Schoolwide Improvement Plan

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Southwood Elementary

12600 BISTED DR, Orlando, FL 32824

https://southwoodes.ocps.net/

Demographics

Principal: Allison Garske

Start Date for this Principal: 6/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: B (60%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Garske, Allison	Principal	Assure that supervision and safety of students before and after school, between and during classes, and during lunches Attend a wide range of school/evening events Visit classrooms according to the supervision schedule Provide weekly observation data and review this data weekly with the administrative team Support success of all students Establish and maintain a school climate of rigor, student-centeredness, and professionalism Supervise all Level 4 infractions including assurance of compliance and coordination of paperwork Review school-wide data related to, provide progress monitoring for and seek improvements in Reading, Writing, Science, and Math Review school-wide data related to school improvement factors Accountable for success of students on state testing Support monthly Student Performance Committee meetings with a review of student assessment data and make school improvements regarding that data Provide regular feedback to the community, parents, and to school staff regarding vision and school improvement Develop, maintain, and monitor the school operating budget Monitor internal budget Field trip approval Approve all contracts Coordinate the free and reduced lunch program Coordinate team recognition activities for both faculty and staff, including National Board, teachers, students, and community input Accountable for cleanliness, safety, and orderliness of school facilities Supervise school facility projects and facility AC orders Supervise school-wide inventory Assure efficient, cost-effective operation of the school Assure school is appropriately staffed Support Emergency Management Plan and supervise emergency drills Coordinate with local agencies such as police, fire, EMT, government Create and monitor the master schedule Monitor and adjust school-wide policies and procedures Approve all leaves of absence Supervise all school-based staff Assure staff development takes place per plan and in accordance with school improvement needs Develop and maintain School Improvement Plan in conjunction with School Advisory Council Maintain teacher certification documentation Any other duties assigned by the area superintendent
Matthews, Laura	Curriculum Resource Teacher	Supervise students before and after school and between classes, according to supervision schedule

Name	Position Title	Job Duties and Responsibilities
		Serve as a facilitator of night events (Reading night, Math night, Science night, etc.) Maintain weekly school newsletter for faculty and staff including school activities, training opportunities, hospitality events, teaching and technology tips, and other relevant information, and post them on the school drive Order textbooks, instructional magazines, and resources Print and distribute reports and progress reports each 9 weeks Maintain school-wide textbook inventory utilizing Destiny System Use assessment data to assist administrators with the placement of students in appropriate instructional or intervention programs Create systems of intervention to provide students with additional time and support for learning (pull out, push in) Build the capacity of teachers to work as members of high-performing collaborative teams who focus the efforts of their team on improved learning for students Facilitate grade level planning for grades K-5 Participate in district-level in-service meetings and assist in the coordination of district-level in-service offerings Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan Respond to parent inquiries Coordinate Teach-In Coordinate Awards Ceremonies Support principal with the school-wide review of state testing ELA, Math, Science, Writing, and data reports Review school-wide common assessment reports (On target, Needs Improvement, and Needs much improvement) Coordinate intern programs with universities Distribute and monitor all 1:1 technology devices and work with technical resources as needed Coordinate relevant, organized school-based in-services based on an analysis of student needs, educational the research recommended practices, and teacher needs including recording and submitting in-service points Coordinate Open House with the leadership team Support monthly progress monitoring team with Reading, Math, Writing, and Science data Supervise the administration of school-wide state and district testing Any other duties assigned by the principal
Diaz, Jessie	Staffing Specialist	Supervise students before and after school and between classes, according to supervision schedule Provide after school/evening supervision according to activity calendar Facilitate enrollment and transition of new ESE students Assure appropriate placement for ESE students Support success of ESE students

Name	Position Title	Job Duties and Responsibilities
		Monitor academic progress of ESE students and conference with students as needed Assure accuracy and compliance of student IEPs Participate in parent/teacher conferences Participate in Child Study Articulate with middle schools Assist with administration and proctoring of national, state, and district testing Work collaboratively with all teachers and district behavior staff to complete Functional Behavior Assessments (FBAs) which include; observation, data collection and staff interviews. Utilize information/data collected during the FBA process to co-author Behavior Intervention Plans (BIPs) with teachers and district behavior staff for ESE students and Behavior Assessment Support Plans (BASPs) for general education students. Plans should include proactive, educative and functional components. Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI) Participate in and monitor school compliance with FLDOE policies and procedures related to restraint/seclusion. Complete/Assure completion of ESE paperwork Schedule/Hold parent meetings and assure that meetings are held as needed Coordinate with Hospital Homebound Coordinate with outside service providers for ESE students Provide articulation with middle schools regarding ESE curriculum and student services Attend district trainings and complete/monitor paperwork and tasks as school-wide 504 designee Manage the following: ESE forms/IEPs/Health Care Plans Compliance with the district and state Annual Reviews, Reevaluations, Eligibility, DNQ, out of state transfers, gifted screenings, and other meetings Support the MTSS process and attend Tier 3 MTSS meetings Any other duties assigned by the principal
Torres, Coral	ELL Compliance Specialist	Translate written information or letters sent home Translate orally for parents with concerns and referrals Assist Registrar with the placement of ESOL students Update information on SMS regarding LEP dates, test dates, entry & re-entry dates & schedules Receive test scores and set up meetings to discuss placement or re-evaluations Monitor LF students and set up meetings for students with unsatisfactory monitoring data Attend meetings with LEP/ESE students and translate Inform parents of the ESOL Program Models Disseminate information on ESOL classes and workshops. Coordinate and assist in testing: Access, IPT Oral, Reading, & Writing Ensure that students are IPT tested within 20 days of entry

Name	Position Title	Job Duties and Responsibilities
		Input IPT scores on TRACE Distribute materials sent by Multilingual Services Department Review the ELL Educational folder for accurate information Ensure that the school is in full compliance with State and Federal mandates for ELL Provide support to teachers on best practices for ELL students to ensure the success of ELL students Assist ELL students in the selection of appropriate middle school courses Monitor academic progress of ELL students and conference with students as needed Coordinate ELL screenings, testing, and meetings Order ELL resources Keep documentation of any ESOL students who are receiving interventions through the MTSS process Supervise School-wide Discipline Plan Keep an up-to-date list of staff trained in a crisis Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI) Discipline students per the OCPS Code of Conduct Review discipline data quarterly, share this data with the administrative team, and make recommendations for improvement Facilitate communication with parents regarding anything related to responsibilities. Complete searches as a part of a Search Team as needed Conduct bullying investigations Serve as the school's Title XI coordinator Perform other duties as assigned
Williams, Deyanira	Instructional Coach	Supervise students before and after school and between classes, according to the supervision schedule Serve as a facilitator of night events (reading night, math night, science night, math night) Coordinate Student Recognition program with CRT Attend Data Meetings Review and analyze data per grade level Collect and analyze district/state assessment results Monitor student academic progress on a monthly basis Use assessment data to assist administrators with the placement of students in appropriate instructional or intervention programs Create systems of intervention to provide students with additional time and support for learning (pull out, push in) Create a schedule and coordinate student interventions and enrichment Create a list of students in need of tutoring and serve as the tutoring coordinator Build the capacity of teachers to work as members of high-performing collaborative teams who focus the efforts of their team on improved learning for students

Name	Position Title	Job Duties and Responsibilities
		Facilitate grade level planning for grades K-5 Facilitate instruction based on current reading/study/thinking research throughout the total instructional program Demonstrate (model) learning strategies in classrooms Evaluate literacy needs within various subject areas and collaborate with teachers and administrators to interpret, use assessment data to improve instruction, and problem solve Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and instruction Provide lesson ideas and center ideas based on classroom needs Provide teacher feedback and analysis for computer program-related issues Lead team reviews concerning the academic progress of at-risk students who are not responding to interventions Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction Provide in-service training and follow-up coaching to assist classroom teachers in the use of learning strategies in their classrooms Observe and provide feedback to teachers on instruction related to literacy and math development and content area knowledge Participate in district-level in-service meetings and assist in the coordination of district-level in-service offerings Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan Work with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of literacy and math Facilitate new teacher induction to include activities, monthly meetings, and individual support Participate in parent/teacher conferences Respond to parent inquiries Assist with administration and proctoring of national, state, and district testing Facilitate school-wide training and support on the MTSS process Coordinate monthly MTSS progress monitoring meetings Monitor the implementation of MTSS school-wide Monitor Tier II data submitted electronically by all teachers Create a schedule for the Tier III intervention team Monitor the Tier III Intervention team and ensure that they are implementing interventions with fidelity, according to the schedule created and progress monitoring/graphing data weekly Facilitate Tier III monthly meetings with teachers and parents regarding individual students Work closely with staffing specialists and school psychologist on students who are Tier III and being considered to open consent for evaluation for ESE Any other duties assigned by the principal

Demographic Information

Principal start date

Wednesday 6/15/2022, Allison Garske

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

512

Identify the number of instructional staff who left the school during the 2021-22 school year.

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	20	71	78	83	98	90	0	0	0	0	0	0	0	440
Attendance below 90 percent	6	19	25	16	18	18	0	0	0	0	0	0	0	102
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	1	1	3	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	21	14	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	13	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	3	13	20	10	25	0	0	0	0	0	0	0	71

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	12	9	0	0	0	0	0	0	0	22

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	8	4	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/28/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	17	67	85	86	81	92	0	0	0	0	0	0	0	428
Attendance below 90 percent	8	14	10	13	12	14	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	5	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	17	67	85	86	81	92	0	0	0	0	0	0	0	428
Attendance below 90 percent	8	14	10	13	12	14	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	5	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	56%	56%				67%	57%	57%
ELA Learning Gains	74%						59%	58%	58%
ELA Lowest 25th Percentile	54%						51%	52%	53%
Math Achievement	69%	46%	50%				66%	63%	63%
Math Learning Gains	76%						62%	61%	62%
Math Lowest 25th Percentile	48%						50%	48%	51%
Science Achievement	63%	61%	59%				64%	56%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	55%	14%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	65%	57%	8%	58%	7%
Cohort Comparison		-69%				
05	2022					
	2019	56%	54%	2%	56%	0%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	62%	8%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	66%	63%	3%	64%	2%
Cohort Comparison		-70%				
05	2022					
	2019	53%	57%	-4%	60%	-7%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	54%	6%	53%	7%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	12	32	26	33	54	44	8				
ELL	45	62	50	53	62	39	44				
ASN	82			91							
BLK	51	60	55	53	70		56				
HSP	63	78	60	70	78	43	59				
WHT	68	79		75	71		75				
FRL	51	70	48	57	73	56	51				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	25		11	18						
ELL	48	46		45	39		41				
ASN	67			87							
BLK	50			45							
HSP	62	53	36	49	41	17	48				
WHT	59			59							
FRL	49	46		34	32		44				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	38	27	18	38	36					
ELL	55	53	50	61	58	42	68				
ASN	82	60		82	60						
BLK	69	52		55	48	27					
HSP	62	57	57	63	63	57	61				
WHT	79	69		83	69		64				
FRL	67	60	63	63	59	43	63				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across all grade levels and all areas on recent state FSA and NGSSS testing, all categories for testing increased from the 2021 scores, with the smallest increase of 4% in ELA achievement and the largest in math learning gains at 35%. ESSA data shows an increase from 13% to 30%, still below the 41% threshold, so ESE subgroup data is still a focus area with these students making less progress or smaller percentages of learning gains on other data sources such as i-Ready as well.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement, based on the current progress monitoring and state assessments, will be to continue to increase learning gains, with these percentages being at 74% for ELA and 76% for math. Student achievement in ELA also fell below the 2019 achievement score of 67%, and Science was also below the 2019 achievement score by 1% point. As previously mentioned, ESE subgroup data also should this as a need for improvement over time.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students continued to adjust to the constraints of social distancing which impacted collaborative learning strategies. Actions to be taken to address the need for improvement will include increased small group instruction, math intervention time, increased push-in support, and differentiated learning opportunities for students based on data analysis. For science, the same factors impacted the need, and actions will include increased science-based text, hands-on learning, and push-in support.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

All areas showed improvement in 2022. The greatest area for improvement was in learning gains, both in ELA and in math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strategies such as utilizing all staff for push-in and pull-out support to reach all students were one factor, as well as using standards-based materials for both core and intervention blocks, making all decisions based on data, and teaching bell-to-bell.

What strategies will need to be implemented in order to accelerate learning?

The school will continue with strategies that were in place, such as using instructional focus calendars with daily small group lesson plans and using limited remediation during core instruction, which will be reflected in the action steps on the school-wide improvement plan.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development provided will include professional learning communities with grade-level teams for multiple purposes including grade-level focused academic training and common planning, instructional grouping teams to include a data analysis focus, and school-wide teams. SELL-focused professional development at the school level including trauma-informed care for students will be provided with a distributed leadership model.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Addition services will include parent training provided by the school leadership team including the counselor and support team quarterly on identified topics of need, collaboration with mental health designees such as the school social worker and psychologist as well as community resource providers, and ongoing opportunities for support and inclusion from stakeholders such as Partners in Education to provide mentoring or other student impacting services.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teachers in all grades have limited knowledge of and experience in teaching the B.E.S.T standards in math, and teachers in grades 3-5 have limited knowledge and experience teaching them in ELA with those in K-2 having only one year of experience.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on 2023 FAST data, student proficiency in math and reading will increase by 3-5%, from 63% (2022 FSA data) in ELA to 67% and 69% (2022 FSA data) to 72%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Lesson plans, PLC notes, data meetings with progress monitoring charts, submission of formative, benchmark, and summative assessment data, and classroom walk trend data will all be used to help monitor the progress towards meeting the goal. Adjustments to instruction will be made in response to data.
Person responsible for monitoring outcome:	Allison Garske (allison.garske@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	At Southwood Elementary we will use professional learning communities to build a culture of collaboration between professionals to increase student success.
Rationale for Evidence-based Strategy: Explain the rationale for	Collaboration among educators is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings. A focus on standards-aligned instruction based on data is key. Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem-solving, negotiating) to develop and adjust instructional or behavioral

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning. District resources including the CRMs, and online resources including Scope and Sequence, school-created IFCs, and state resources such as CPALMS and test item specifications will support these strategies.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a B.E.S.T standard-specific instructional focus calendar for each grade level including testing dates that links common resources to support teachers' familiarity and instructional growth with them.

Person Responsible   Deyanira Williams (deyanira.williams@ocps.net)

Common planning at the beginning of each unit (August-May) with instructional coaches will include using school-created instructional focus calendars along with other OCPS-provided resources that include and address SEL. This planning will also include the ESE teachers as well as paraprofessionals who provide instructional support or teach in self-contained units to address BPIE indicator 15.

Person Responsible   Laura Matthews (8420@ocps.net)

End-of-unit data meetings (August-May) will be held with the leadership team and teachers to address student achievement of grade-level B.E.S.T. standards following the instructional focus testing dates. These meetings will include data analysis of multiple sources of data, including data gathered for subgroups receiving intervention supports through acceleration and enrichment opportunities. Instruction of the B.E.S.T standards will be adjusted based on data at these meetings.

Person Responsible   Deyanira Williams (deyanira.williams@ocps.net)

Principal and instructional leadership team members will conduct bi-weekly classroom walk-throughs (August-May) and provide feedback in the form of "bright spots and fresh ideas" to motivate teachers and monitor the implementation of B.E.S.T. standards-based instructional strategies with fidelity.

Person Responsible   Allison Garske (allison.garske@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The ESSA Federal Index for ESE for 2022 was 30%, up from 13% in 2021, but should be over 41% to meet the criteria. Of the eight components for the Federal Index, Southwood areas that met the criteria included English Language Learners at 49%, Asian students, at 87%, Black students at 54%, Hispanic students at 62%, White students at 74%, and economically disadvantaged students at 55%, making ESE students the only group that was below.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The ESE subgroup will increase to the 41% minimum required to meet the ESSA Federal Index.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Lesson plans, ESE service documentation, PLC notes, data meetings with progress monitoring charts, submission of formative, benchmark, and summative assessment data, and classroom walk trend data will all be used to help monitor the progress towards meeting the goal. Adjustments to instruction for the subgroup focus on this area of the SIP will be made in response to data.
Person responsible for monitoring outcome:	Allison Garske (allison.garske@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will complete professional development training, conduct ongoing analysis of results from formative and summative assessments, request meetings for all students identified through data analysis with the MTSS team, make data-based changes to instructional grouping in small groups and intervention for identified ESE students, and use the MTSS framework including the problem-solving process to meet the needs of both identified and un-identified students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Instructional and administrative staff will develop a deeper understanding of the MTSS framework, both academic and behavior, and implement it with fidelity to ensure that all students are effectively progress-monitored and provided with timely interventions and support, supporting the ESE subgroup in closing learning gaps for both learning gains and grade level achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The MTSS Coach will assist teachers in the effective collection and analysis of student performance data to implement the MTSS framework with fidelity.

Person Responsible   Deyanira Williams (deyanira.williams@ocps.net)

Data meetings will be held at the end of each instructional unit to review assessment and diagnostic data and adjust both standards-based instruction and instructional grouping.

Person Responsible   Deyanira Williams (deyanira.williams@ocps.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Southwood Elementary School builds a positive school culture and the environment by encouraging parental and community involvement. By providing volunteering opportunities, extra-curricular activities, and academic-focused nights, stakeholders are able to participate in the decision-making process on a broad scale. Southwood hosts school-wide conference nights as well as regular PTA, SAC, and PLC meetings. Our goal is to increase involvement in family activities such as spirit nights and to introduce families to academic engagement through involvement in curriculum nights. SAC and PTA meetings are held regularly and input is welcome by all. SAC works to review the school budget, training, instructional materials, staffing, and student support services. SAC will meet monthly to review data related to the mentioned areas and create plans to move initiatives forward.

The Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once partnerships are established, businesses are invited to community events and are able to volunteer and/or donate resources to the school. Through the program, the school is able to successfully hold community events and offer additional resources to parents in an effort to increase student achievement. Each year partnerships are discussed and renewed.

A positive approach to school culture and climate is a research-based proactive method for handling classroom and school campus situations, including classroom management and relationship building. This approach has proven to increase academic achievement and attendance and provides a more effective learning environment designed to keep each student actively engaged. At Southwood Elementary, we focus on positive behavior support, or PBS, as our Tier I school-wide intervention. Teachers receive training in Social and Emotional Learning is implemented in the classroom. This includes the implementation of calm- or break-spots throughout campus, teaching everyone about self-regulation and self-management strategies as well as inter-and intra-personal skills, being inclusive of all on our campus, and ensuring there are resources and staff available to meet the needs of all students as well as staff on campus.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Stakeholders who are key in promoting a positive culture and environment are Marie Claggett, PTA president. In addition to overseeing the PTA Board, Ms. Claggett works with other PTA leaders to connect

families, the school, and the community to support student success.

Ms. Luciano and Ms. Ayala work together as Partners in Education and Volunteer Coordinators. They work to link businesses and organizations with Southwood Elementary to share resources, both in people and materials. Each flourish from the support and prosperity of the other.

All members of the school leadership team collaborate with teachers and families, working to maximize student success, promoting access and equity for all students, and creating a school culture of success for all by creating positive school-family relationships. Ms. Garske, the principal, interacts with the community in many ways to develop positive relationships. She ensures she is available to respond and meet with all parent and community stakeholder concerns.

Southwood teachers and staff are key to promoting a positive culture and environment. They meet with stakeholders on a daily basis. They serve as the voice of the school and work to build positive and stable relationships among parents, staff, and students.

All of this is done to ensure students and families have a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations.